**Lesson 5:** Final Project  
**Grade Level:** 4th grade

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| **Objective:**    By the end of the lesson, students will be able to use the online drawing tool, Stoodle, to create a model of the water cycle for their final project. |
| **Standards:**  **ELA:**   * **C**CSS.ELA-LITERACY.SL.4.1.C: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. * CCSS.ELA-LITERACY.SL.4.1.D: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.   **NGSS:**   * **4-ESS2-1**. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation * **SEP**: Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide * **DCI:** ESS2.A: Earth Materials and Systems * **CCC**: Patterns can be used as evidence to support an explanation. |
| **Materials/Technology:**   * Smarboard * Chromebooks * Access to internet at home for class Wikki |
| **Initiation:**  **-**The class will begin by going over all stages in the water cycle  -Then, we will discuss the idea of a model and what a scientific model is  **Procedure:**  **-**Students will split into their lab groups and create a chart paper list that defines what they think a model is, what scientific models should include, and why they are important  -Each group will have about 20 minutes to brainstorm and write down their thoughts and ideas  -Then, each groups chart paper will be posted around the room and we will do a museum walk; each group will be able to see their peers ideas and thoughts regarding models  -We will come back together as a class and discuss their thoughts and conclusions regarding what a model is, what they should include, and why they are important  -I will display our class Wikki on the SmartBoard and we will go over the directions for the final project, how to use Stoodle, and how to use Screencast.  -Students will split into partners and have about 20 minutes to explore and play with both sites; they will each create a Stoodle model of one of our classroom experiments and a screencast of it as well.  -To close, I will answer any questions the students have and show them the sample model I made that is posted on the Wikki  At Home:  -At home, the students will use the online Wikki to go over the project directions, rubric, and sample model  -They will also have access to links needed to complete the project, a VoiceThread that explains the water cycle in its entirety, and a Padlet forum that allows the students to ask each other, and myself questions regarding the project  -Students will work on the project at home and in class |
| **Differentiation:**    -Students can also type their ideas regarding models instead of writing them out |
| **Assessment:**    -Students final unit project will be to create a Stoodle model of the water cycle (following the directions and rubric on the Wikki). In addition, they have to create a screencast of their Stoodle in which they explain the water cycle and what occurs during each stage. |